

Space, Depth & Dimension

Grade 7 and G29 launch · Mr. George

Make near and far visible. Students investigate overlap and relative size, then choose a room, park, imagined place or another setting for a drawing.

A short teaching sequence

Move	Teacher action / student evidence
Notice	Place two paper shapes so one hides part of another. Move them apart. Ask what changed.
Compare	Show similar objects at different sizes. Ask which seems farther away and what evidence supports the answer.
Make	Begin with one depth cue. Add another when ready. Keep a first plan or visible change as process evidence.
Check	A partner points to near and far. The maker explains a choice by speaking, pointing or writing.
Reflect	Use: This looks closer because _____. I changed _____. Collect the notes page with the drawing.

Access without lowering the thinking

Offer movable cut shapes, a large drawing surface and two contrasting sizes. Model one cue at a time. Let students explain orally or point to evidence. Add a second cue as an extension, rather than making it a barrier to starting.

Print guide

The next page is the student notes and challenge. The final page is a separate fold-and-draw warm-up from the studio collection. It practices following a visual sequence; it is not a substitute for the depth-cue drawing.

SPACE: MAKE A DRAWING LOOK DEEP

Name: _____ Class: _____ Date: _____

1 WATCH, THEN RECORD

What makes something look near or far? Sketch or label one example.



2 BUILD THE IDEA

Space includes areas within, around and _____ things.

Overlap: one shape hides part of another.

Relative size: similar objects can look smaller when farther away.

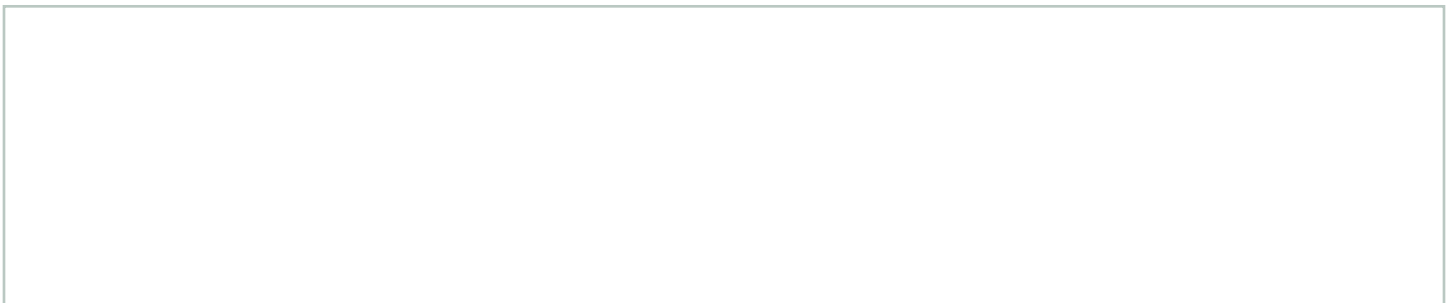
3 YOUR ART CHALLENGE

Create an artwork where a viewer can tell what is near and what is far.

Choose a park, room, imagined place, or your own idea.

Begin with one depth cue. Add another when ready.

My idea / quick plan:



Make your artwork on drawing paper, or develop your existing drawing.

4 CHECK AND SHARE

This looks closer because _____

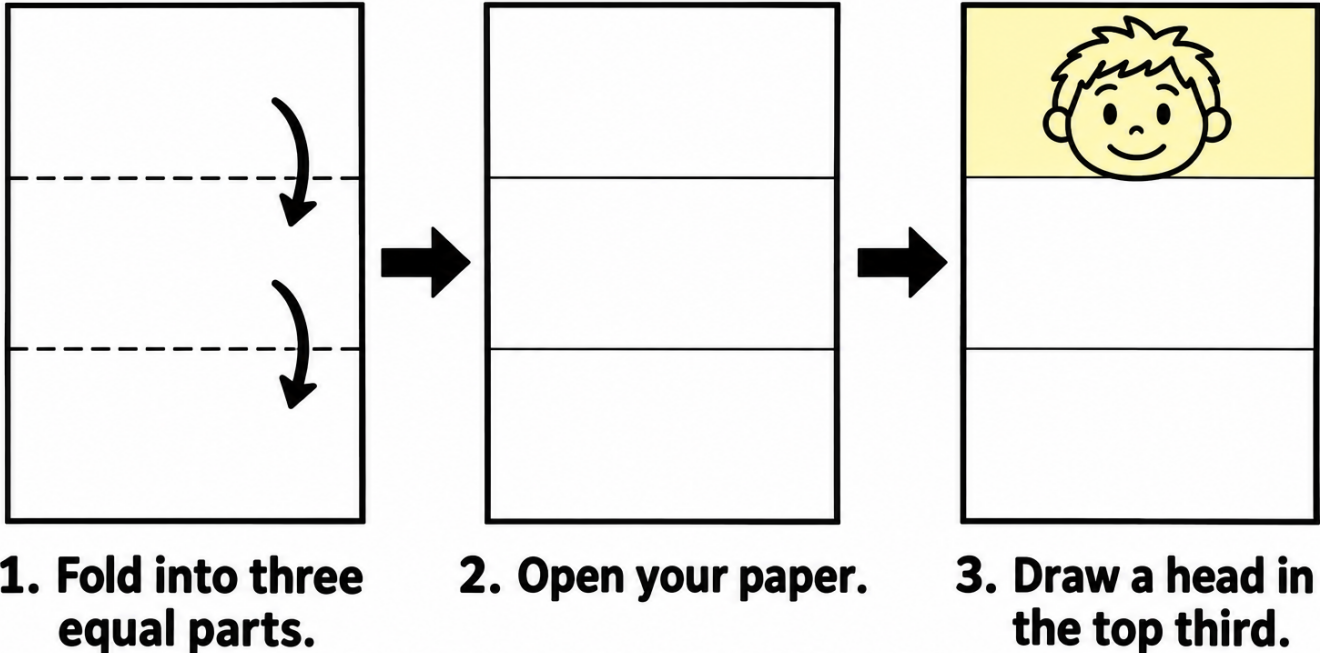
I changed _____

Turn in this page and your drawing. You may point, speak or write your explanation.

Fold into thirds and draw a head

Optional visual warm-up. Use the diagram before an independent drawing; keep the space-and-depth challenge as the main task.

**Fold your paper into three.
Draw a head in the top third.**



Describe the order of the steps. Point to the fold that helps you decide where to begin.